

the American Teacher



Teacher Joins the Union

Why shouldn't Kansas City teachers join a union if they want to? There are many reasons. Even if they are not stevedores or manufacturers, there are many organizations for holding taxpayers' costs, including teachers' down school costs, including one salaries. There are a thousand and one pressure organizations working for bigger slices of state revenue for this cause or that. Unless the teachers organize in self-protection, they will find themselves jostled to the end of the line.

The American Federation of Teachers is a unit in the AFL. It follows a no-strike policy and devotes its efforts to protecting the teacher's interest in matters of policy and legislation.

Those interests must be protected if the standard of education is to be protected and improved. When teachers are buffeted about from pillar to post and their security is imperiled, there is no incentive for competent men and women to make a career of teaching. The schools lose the bulk of the teaching personnel becomes composed of the aged on one hand and on the other young women who plan to teach only long enough to finance their trouser suits. When such conditions prevail, the teacher is not getting his money's worth in educational results.

Teachers' Union Is Chartered At Night Meeting 100 Are Members Of A.F.L. Affiliate

The Kansas City, Mo., Federation of Teachers, American Federation of Labor affiliate formally chartered at a meeting approximately 100 teachers in the Municipal Auditorium last night, climaxing a day of efforts arising from public opinion of an anonymous letter attacking efforts of "Trojan tactics."

The union received its charter from Irvin R. Keunzli, secretary-treasurer of the American Federation of Teachers. It directed a letter to Herold C. Hunt, president of schools, and urged a Co-operative attitude toward the union, and laid plans for membership. Thayer Carmichael, former teacher of the School and present City Court Social Studies

Lesson for U.S.

This country has not been in the war as long as Britain. No one expects it to have much fighting force yet. But the point for us is, are we falling off trying to start off ready

For Small "We're said in speech, this com two."

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Did You Know That ?

CARL BENSON and **GEORGE HAMMERSMITH** of Local 250, Toledo, have recently been elected to the Board of Control of the Toledo Central Labor Union.

DAVID C. WILLIAMS of Ohio State University, Local 438, has been elected to the auditing committee of the Columbus Federation of Labor.

FLORENCE CLARK of the Chicago Teachers Union was elected second vice-president of the National Vocational Guidance Association at that organization's twenty-seventh annual convention in San Francisco.

SAMUEL NEWMAN, a member of Local 672 and former secretary of Local 438, is the author of a new study published by the American Council on Public Affairs entitled "Employment Problems of College Students."

MARY DOYLE, a charter member of Local 28, is president of the Minnesota Education Association.

ELIZABETH NEWTON, of Local 28, contributed an article on the expression of children through handwork entitled "I Want To Color," to the January issue of "School Art," which was a special child art number.

GEORGE E. AXTELLE, national AFT vice-president, wrote "Here Is the Future and It Works," an article on the TVA, for the January issue of "Frontiers of Democracy."

G. WALDO DUNNINGTON, a member of Local 652, La Crosse, Wisconsin, is serving as censorship examiner under the assistant chief of staff, sixth corps area intelligence office, Chicago. Formerly he was an instructor in German and mathematics at the La Crosse Teachers College.

(Send notices of the achievements and activities of your members to George T. Guernsey, "American Teacher," 506 S. Wabash Ave., Chicago, Ill.)

Teachers Union in Action

616 ROCHESTER, N. Y.—Membership in the Rochester Teachers Union has doubled since January of this year. Although numerically this is not a large increase, it is a significant one as it points out the changing attitude of the local teachers toward the Union. They are beginning to discover that AFT members are not dangerous radicals but have a real program of action in the interest of teachers and education.

The Central Trades and Labor Council of Rochester passed a resolution which was sent to the Rochester Board of Education. Recommended, among other things, were the keeping of class sizes to not over twenty-five members; increasing teachers' salaries to correspond with the rise in the cost of living; and canvassing teachers for suggestions as to improvement in the services of the public schools.

Local 616 is attempting to organize a concerted effort of various Rochester groups to fight the recent banning of the Rugg books from the Rochester public schools.

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296 SPRINGFIELD, O.—The Springfield Federation of Teachers has recently purchased \$300 worth of defense bonds.

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581 INDIANAPOLIS, IND.—Thomas Wilson, for eight years a history teacher and tennis coach at Shortridge High School, in a statement to the Indianapolis Board of Education said that the school board had in the name of economy created a situation "exercising the most deleterious effect on the school children." This had been done, he said, by their policy of hiring "cheap labor," with the result that the teachers obtained did not have high intellectual, moral, and civic qualifications. At the same time, those teachers who once had initiative, hope, and ambition were either driven into the channels of cheapness and hopelessness or forced to seek other fields of work. Enforcing his statement with his own case, Wilson said that he had been employed in 1934 at an annual

salary of \$1,020 and that after eight years of teaching was receiving only \$1700. He was graduated from Butler University with honors and has a master's degree from the University of Wisconsin. Wilson, who is about to enter military service, pointed out that although the present superintendent had himself been a teacher and was supported by teachers, he has shown no sympathy for them in recent salary discussions.

The Indianapolis Central Labor Union has opened a drive to obtain a more democratic selection of school board candidates than is possible under the present system, whereby they are "hand picked" by the Citizens School Committee.

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283 SALEM, ORE.—The Salem Teachers Federation was addressed recently by Clarence E. Oliver, president of Local 111, Portland, Oregon, who spoke on the national AFT program and the activities of his own local. An opening meeting, with representatives of the schools, Local 111, and organized labor speaking, was planned for Salem teachers.

★ ★ ★

571 MAYWOOD, ILL.—The second annual dinner meeting of the West Suburban Teachers Union was held on March 10, with appreciation being shown to those persons who had helped Local 571 grow to a membership of over 500 in four years. Among those honored who were able to be present were George Axtelle, Mildred Berleman, John Fewkes, George Guernsey, Irvin Kuenzli, Eugene Lawler, and Ira Turley.

Cicero, Morton, and Berwyn Councils of Local 571 are issuing monthly bulletins reporting their group activities. Susan Scully, a member of Local 1 and past president of the Illinois Education Association, spoke at Cicero on March 2 on tenure and retirement. Cicero public schools have been designated by the medical division of the Civilian Defense Council for the 6th Corps Area as first aid centers, and preparations are actively under way to

(Continued on page 20)

TEACHERS UNION IN ACTION.....	2, 20
AFT PROPOSES TAX PROGRAM.....	4
AFL TAXATION PROGRAM.....	5
LOS ANGELES HUNTS RUGG BOOKS.....	6
UNITED THEY STAND, Goldie D. Lesser.....	7
EDUCATING FOR DEMOCRATIC UNITY, AFT National Educational Policies Committee.....	10
THE SCHOOL IN POLAND, Alexander Hertz.....	11
EQUALIZING SCHOOL OPPORTUNITIES, Farm Security Administration	14
THIS MONTH'S MOVIE DIGEST— New Films for Victory.....	16
BOOK REVIEWS— "Ten Angels Swearing," Mark Starr.....	18
"A War Policy for American Schools," E. T. McSwain	19
ON THE LABOR FRONT.....	28
THE SECRETARY-TREASURER'S PAGE, I. R. Kuenzli	30
THE PRESIDENT'S PAGE, G. S. Counts.....	31
CONTRIBUTORS	32

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Gary AFT Misinterpreted

The role of teachers in aiding the war program in addition to their regular teaching responsibilities came to a head recently when two newspapers published erroneous stories that the Gary Teachers Union "objected to aiding in draft and sugar rationing registration." The stories appeared in the *Chicago Tribune* and the *Gary Post-Tribune*.

Statements issued by the Gary local and by Irvin R. Kuenzli, AFT secretary-treasurer, present an entirely different picture, however.

In its statement, the Gary union declared: "Anticipating further important demands on the time and energies of its members, the executive committee of the Gary Teachers Union proposed the formation of a planning board that would act as a clearing house for all future war activities. The Union proposed a program of long-term planning to get the extra work done, and to conserve time and efforts."

"While Chicago schools were closed so teachers could register men in the school build-

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ings," Kuenzli stated, "school officials in Gary attempted to keep the schools in session and register the men before and after school and during lunch periods and rest periods of teachers. The teachers were fully justified in objecting to such a haphazard method of carrying out such a vital part of the national defense program."

Advertising Rejected

We desire to inform AFT members that the AMERICAN TEACHER has refused to accept an advertisement from the American Book Company and to explain the reason for such action.

The American Book Company for some time has been on the unfair list of the Allied Printing Trades Council of Cincinnati. When the ad was received, George T. Guernsey, editor of the AMERICAN TEACHER, at the direction of the Editorial Board, advised the American Book Company that its advertisement could not be accepted until a satisfactory explanation had been given as to why the company appeared on the unfair list. No reply has been received to this inquiry of January 2, 1942.

A letter was also written to the Allied Printing Trades Council of Cincinnati asking why the American Book Company had been placed on its unfair list. From Joseph O. Case, secretary-treasurer, came a full explanation, together with a copy of the resolution adopted by the Council. According to the Council, the American Book Company had been advertising in union publications that "we pay standard salaries or better in all departments; our working hours are union or less; and our working conditions are better than required by the union." The Council pointed out that wage scales of the company range from \$12.00 to \$37.50 while the union scale calls for \$22.50 to \$49.00.

AFT Proposes Tax Program

A PROPOSAL for a national tax program has been prepared by the National Tax and School Finance Committee of the American Federation of Teachers. The proposal was approved at the mid-year meeting of the AFT Executive Council in December. All local tax committees and legislative representatives are urged to study the program.

The program calls for increased income tax rates and higher income brackets, an over-all price control and rationing system, and increased rates of excess profits taxes, gift, estate, and inheritance taxes. As originally drawn up it also called for a War Production Board—since established.

In a statement accompanying the program, William Withers, chairman of the committee, declares:

"Congress last year enacted legislation which greatly broadened the income tax base and increased excise tax rates whose burden is essentially upon the low income groups. These regressive taxes were adopted as a means of reducing consumer spending so as to divert incomes to war purposes and to prevent inflation. Since further taxation and other means must be

found to pay for the increasing cost of the war, organized teachers, as well as all other organized groups, must decide whether to support similar measures or a more equitable program in the future.

"Undoubtedly all teachers wish to make the necessary sacrifices to win the present war. It is possible, however, that our enthusiasm for national defense may lead to unwarranted sacrifices and to needless infringements of the rights of labor. It will be extremely difficult to avoid pressures directed toward this end and unless teachers, particularly organized teachers, are clear as to the purpose which they wish to achieve, much harm will result."

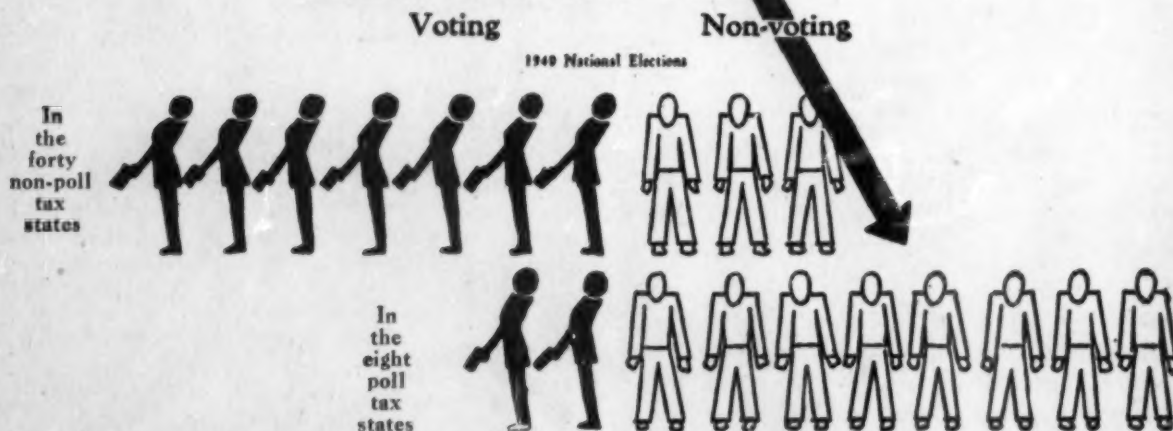
On March 17 William Withers appeared before the Ways and Means Committee to present the AFT taxation program, an outline of which follows:

(1) Further increases in income tax rates should be confined to income groups above \$2,500, or above such other figures which will insure adequate living standards for American families. The present tax program already bears heavily on the lower income groups.

(2) Any further increases in excise taxes should be applied to durable consumer goods which make considerable use of scarce war materials such as rubber, aluminum, copper, nickel, and zinc.

(3) The U. S. Treasury Department should revise its policy of attempting to

HELP CORRECT THIS



Both AFL and CIO leaders testified in favor of the Pepper bill (S. 1280) which would abolish the poll tax which exists in eight states in the United States. "The American Federation of

Labor is unanimously opposed to the poll tax as a prerequisite to voting," Paul Sharrenberg, AFL legislative representative, told the Senate Judiciary Subcommittee.

meet two-thirds of war expenditures through taxation, and also should seek other methods of preventing inflation than through placing the burden of taxation on individuals with income insufficient to maintain necessary minimum health and welfare standards.

(4) A widespread over-all price control system should be enacted which fixes price ceilings on a great number of commodities rather than on a selected few. Such price control should be accompanied by adequate enforcement provisions.

(5) A commodity rationing system should be adopted to implement price control legislation.

(6) The rates of federal gift, estate, and inheritance taxes should be increased.

(7) Rates on excess profits taxes should be increased to absorb from 50 to 75% of profits above 6% of capitalized value.

The system of determining excess profits should be based on capital value exclusively. The present alternate plan of computing tax amounts from average earnings should be eliminated in accordance with the recommendations of Secretary of the Treasury Henry Morgenthau.

(8) Reduction in state and local taxes as compensation for increased federal taxes should be opposed. Schools, health services, and institutional services should be maintained at adequate levels at the present time and in the post-war period. Further, federal housing projects and lend-lease financed plants should not be exempted from local taxation.

Considering the problem of schools and education in a war period, the Committee pointed out the need for maintaining existing standards and services of schools throughout the war. It also advocated continued support of a sound, long-range program of federal aid to education, with particular emphasis on improving school facilities in the poorer areas of the country. It proposed, further, that a large sum of money, possibly fifteen billion dollars, be appropriated and spent immediately to prevent a post-war depression. These expenditures could be financed from public borrowings, the Committee said.

AFL Taxation Program

Adoption of a war tax program based on the principle that each group in the population should bear its fair share of the tax burden has been urged upon Congress by the AFL, which sent to the House Ways and Means Committee a lengthy tax report prepared by the AFL's tax committee consisting of Secretary-Treasurer George Meany, and Vice-Presidents Matthew Woll and G. M. Bugniazet.

Major recommendations of the AFL committee were:

- (1) Surplus income of individuals and corporations should be taxed heaviest.
- (2) Payroll taxes should be confined to social security purposes. If social security taxes are increased, benefits should be raised and widened accordingly.
- (3) Federal sales taxes on food, clothing, and other necessities are opposed. If necessary, as a last resort, heavier taxes should be imposed on selected luxuries instead of a general retail or manufacturers sale tax.
- (4) Present personal exemptions for single and married persons should not be lowered.
- (5) An excess profits tax on all corporate earnings above 6 per cent or 7 per cent of invested capital should be levied as recommended by the treasury department.
- (6) Retroactive tax legislation is opposed.
- (7) Loopholes in the law unfairly benefiting small groups of taxpayers should be eliminated.
- (8) Inheritance and gift taxes should be increased.
- (9) Capital gains taxation should be reviewed and unnecessary hardships removed.
- (10) Excessive taxes which endanger the life of the American system of private enterprise should be avoided, even at the cost of paying a larger share of the war expense by borrowing.
- (11) Federal, state, and municipal taxation should be correlated.
- (12) All future federal bonds should be subjected to income taxes but there should be no federal taxes on state and local government securities.
- (13) Non-war expenditures of the government should be postponed or curtailed wherever possible without injuring important social services.

Los Angeles Hunts Rugg Books

Rugg Textbook Committee, Local 430

THE RUGG textbook situation in Los Angeles may justly be described as a signal triumph for "ways that are dark" and devious in settling controversial questions. In fact, this attack on the democratic principles of education, an attack engineered by the administrative heads of the fifth largest public school system in the United States, has so "Pearl Harborish" a flavor that Los Angeles teachers are sickened by it.

This, circumstantially, is what happened. Last May, without warning and without explanation, principals were ordered to remove from all classrooms and library shelves every copy of every Rugg textbook. The order was to be carried out that day. Rugg books were in general use throughout the city in elementary, high, and evening classes. They were the basic texts in most schools for social studies classes.

Thus, social studies teachers next day were faced with bookless classes. Not having been forewarned, they were forced to scramble for the few available supplementary texts and rearrange their whole procedure by inspiration. This caused wholesale disruption of classes, since Los Angeles, under pressure of local economy blocs, had been cutting its book budget to the bone for several years.

Two teacher organizations hastened to make formal protests to the Los Angeles Board of Education—Local 430 and the Classroom Teachers Federation. While teachers privately and individually expressed their indignation, the Associated Teacher Organizations of Los Angeles, a "company union" comprising about 60 per cent of the certified personnel of the city, felt that they were not "strong enough" to take any official action.

Local 430 appointed a special committee and prepared to "go to bat." We sent explanations and resolutions to every labor union and many civic organizations. We wrote to William Brown, director of cur-

riculum, over whose signature the original order had come, asking for an explanation. Labor responded loyally, passing our resolutions or similar ones, appointing committees and asking for information. Not so Mr. Brown! His reply was that the attention of his department had "recently been called" to certain objectionable features of the Rugg books (after five years of use), and that they had been withdrawn "pending an investigation." He added that Superintendent Kersey had given permission to use the books in cases where they were needed for special projects, on the request of the principal of the school desiring them.

We wrote the principals' organizations, calling attention to this permission and requesting them to take advantage of it to prevent further disruption of the social studies classes. None of these organizations accorded us the courtesy of a reply, and nothing was done.

Further correspondence with Brown elicited information that a committee was to be appointed to investigate the books. He did not stipulate who was to make up the committee, nor when its report might be expected.

An attempt initiated among their own members to get the League of Women Voters to take up the question failed. Heads of their group said it was "too hot to handle."

An English teacher, interested, asked the book clerk in her school for a copy of a Rugg text, just to see what all the "shooting" was about. The clerk declared it was as much as her job was worth to let one of those books out of her possession.

Summer came. As far as we could find out, no investigating committee was formed, and no action was taken by the board in answer to Labor's protests. The board accepted a long explanation from the superintendent, although no one who read it could understand it.

In September the situation was unchanged. A few new texts began to trickle into classes—texts considered by teachers to be far inferior to Rugg's books in their fair-minded approach to modern history. One social studies teacher, finding herself with about forty students of the ninth grade and no text at all, encountered the superintendent in the board rooms one day. Explaining her unhappy case, she asked if Brown's statement had been correct.

"Why certainly," he replied. "Just have your principal write a formal request and you'll get the books at once."

Her principal wrote the request, and she mailed it herself. A few days later came a reply from the superintendent's office, signed by Deputy Superintendent Arthur Gould, Kersey having gone East. Gould's letter denied the request, stating that the Rugg books were not to be used in any school, under any condition. And next day board of education trucks began carting to the warehouse all Rugg texts, from corners of bookrooms where they had been gathering dust for six months. Where they are now we do not know. Perhaps they have been burned.

Los Angeles has trouble with its school budget, and we hear much about the need for economy. But without a qualm, and without any sensible reason, at least any that sounds sensible to the teachers who have found the books entirely satisfactory over a long period of use, our board permits the deliberate discarding of books that have cost the people thousands of dollars.

The people—where do they fit into this picture? The people, who paid for these books, and who had a right to believe that their children would not have been exposed to them for five years without proper evaluation by the large corps of "experts" whose large salaries they also pay! And that other branch of the people, the teachers, who found those books, through years of use, well written, fair-minded, and conducive to constructive thought and work on the part of the child, and who were first completely ignored and then given the "run around" by their administrators.

If this be a sample of democratic education, we of Local 430 fear for the future of democracy.

United They Stand

Goldie D. Lesser

WITH ALL the current attacks on labor, we welcome the following from a non-union school teacher who received permission to attend a joint conference of 1,000 delegates representing the AFL, CIO, and railway brotherhoods, held at the Ohio State University in February. Here is her own story of meeting organized labor for the first time.—G. T. G.

"DEMOCRACY in action" is a phrase that well describes the recent Ohio Conference on Labor in the War, held at Ohio State University under the sponsorship of the Ohio State Federation of Labor, the Ohio CIO Council, the Standard Railway Labor Brotherhoods, and the federal government. On February 28 and March 1 approximately 1,000 delegates and guests from the state's

labor organizations attended the four sessions of the Conference.

As a teacher who has forged her training and teaching on the anvil of democracy, I found these meetings one of the most refreshing and heartening experiences that I have been privileged to share, even though I am not a member of any union. In the classroom we preach, and try to practice,

co-operation and equal opportunity for all, but sometimes we wonder to what extent the effort carries over. Outside the school we are constantly witnessing instances of undemocratic procedure. Very often our own professional meetings are illustrations of a *laissez faire* policy which is the anti-thesis of what we profess. In this Ohio labor conference was at least one concrete example of co-operation and what it can accomplish in adult life.

During the opening session at University Hall on Saturday afternoon one delegate addressed the following question to Lt. Col. A. Robert Ginsburg, representing the War Department from Washington: Supposing labor does unite in an all-out war effort, can you tell us just what we are fighting for? Though the speaker gave the usual answer about American standards of living, he might well have brought the matter closer home by saying, "We're fighting for just such opportunities as we have here today. Where else but in democratic countries could representatives of three great labor groups, the war department, the state university, and vital federal agencies all sit down together on the same platform, speak on the same program, permit the audience to ask questions at will, and answer these questions willingly and frankly?"

The printed program listing the speakers and their topics provided also a place for discussion following each address, and these Americans were not hesitant about meeting that challenge. It is true that a defensive or prejudiced note sometimes entered into the questions and comments, but humor and tact saved each difficult situation. Harmony prevailed, as well as democracy.

When the program called for group singing of "God Bless America," the delegates sang as if they knew what they were saying and meant it. And I have never heard another public audience of any size sing all four stanzas of "America" with such volume and so little mumbling. As the director said, it would have been a fitting answer to our enemies across the ocean who claim we can't sing our national songs.

Keynote speech of the opening session

was delivered by M. J. Lyden, president of the Ohio State Federation of Labor. -Reminding us that we are all members of the Union of the United States, he declared, "If labor is not determined to win the war, nobody is. Labor is determined to win the war, and the peace, so that men in all lands may live free from want and fear." In defense of labor against public criticisms of "unpatriotic" strikes, he pointed out that "employers' strikes" had held up over 30,000 contracts last year.

John Owens, president of the Ohio CIO and former member of the AFL, emphasized the same idea, that labor has not had the opportunity to produce the instruments of war. He declared that not only are America's union families patriotic in buying defense stamps and bonds and sending their men to the front, but that when it becomes necessary for the welfare of the country they will work as long and produce as much as required, if the materials are available.

Speaking for the railroad brotherhoods, Robert L. Glenn stated that railroads and labor will co-operate in "an output so tremendous that the Axis will be blasted off the map."

Although resolutions were not in order at this joint conference, evidence of good will was shown when one delegate suggested that the two groups go on record as being in harmony so far as Ohio is concerned. Incidentally, a wholesome note of humor was introduced when this same delegate, asked for his name for the record, replied "Vincent Patrick Henry McGrordy."

Following Lt. Col. Ginsburg's thirty-minute dynamic exposition of the war situation at that time, the questions began:

"If Japan has been preparing for this war since 1905, why were we not prepared?"

"The army reports and recommendations were not heeded."

"Why don't the senators tell the same story about our state of production?"

"I can't answer for Congress."

"Why don't the Army and Navy get down to business?"

"Now I have to defend the whole Army and Navy."

"Will an all-out use be made of all-out effort?"

"Yes."

"Why don't we start killing off spies and prisoners instead of treating them so well."

"You wouldn't tolerate wholesale killing of anybody without a fair trial."

"Is the Army sympathetic with labor?"

"More than they used to be when they were kept at far outposts away from their own people. They're sympathetic, too, when they use the weapons which labor produces."

"At whose door do you lay the blame for our defeats? Certainly not labor's."

"At the door of labor, of management, of government, of the Army and Navy, of the people—all of us."

Probably the most influential speaker of the session was Eli L. Oliver, former executive secretary of Labor's Nonpartisan League, now of the Labor Division of the War Production Board. As one who had himself come through the ranks of labor, his advice was timely. "Success in the war," he stated, "will depend first on machines and materials; and second, on free independent organized labor. One job of the War Department Board is to take care of shifting labor groups and mediate disputes. The problem is not going to be simplified any by the 10,000,000 new workers who will be needed by the first of next year and who don't know the first thing about labor." But he warned the delegates that we must put first things first, keep our attention on the boys on the battlefield, our own relatives, and not let them down. Failure to win the war, he pointed out, will mean not only the death of labor unions but an even greater preparation for the next war.

The Saturday evening session of the Conference was open to the public, with an attendance of over 2,000. Headline speaker was Paul V. McNutt, federal social security administrator, who said that "the 50,000,000 workers of this country begin to assume a new responsibility at the council table, as a partner in the planning process." He denounced those representatives

of either management or labor who would use national misfortune for special privilege. Also, he deplored such confusion as occurred in the federal-state argument over unemployment compensation when the issue arose regarding the \$300,000,000 displacement allowance intended to care for unemployed during conversion of industry.

James B. Carey, secretary-treasurer of the CIO, belied his youthful appearance before the audience by a masterful appeal for fairness to American workers. "If social legislation is repealed under cover of national emergency," he said, "the people of this country will have lost the thing for which they are fighting." The same idea was presented by W. H. Whetro, general organizer for the AFL, in his address.

Speakers at the Sunday morning session included Darrell D. Smith, of the War Production Board; Robert Weaver, chief of Negro employment for the WPB; and Ted F. Silvey, state CIO secretary, who was enthusiastically cheered when he thanked the University for acting as host to the Conference. Dr. Howard Bevis, president of the University, himself stated: "The Ohio Conference on Labor in the War was a success from every standpoint. The interest and enthusiasm of the delegates leave no doubt that Ohio labor has dedicated itself to the winning of the war."

Cities which have had similar meetings are Cambridge, Massachusetts, and Pittsburgh, Pennsylvania. The Ohio State University Conference was expected to serve as a model for other meetings in industrial states. It seems to me that conferences of this sort will help to fulfill such aims as numbers 8 and 9 among the AFL Post War Reconstruction Resolutions printed in the December, 1941, issue of the AMERICAN TEACHER:

(8) The well-being of every society springs from a brotherhood of nations. As are the duties of man to man, so are the duties of societies to one another. And this is the only basis for a durable peace.

(9) To respect man's dignity while recognizing his duty to society is to advance towards a democracy of citizens and of states. To perfect, maintain, and defend such a democracy is the end of education.

Educating for Democratic Unity

A Statement by the AFT Educational Policies Committee

THE FAMILIAR disruptive tactics of the Axis powers in preparation for aggression against the democratic nations place a special obligation upon our schools to promote solidarity, good will, and understanding among the diverse culture groups of which our population is composed. Even in time of peace, the task of welding a united nation out of a people consisting of population groups so heterogeneous as those of the United States is most difficult. In time of war, when fear and hysteria and suspicion, particularly with respect to the people whose nationality backgrounds are found in the enemy nations, the problem becomes most acute. Yet not only in the interest of maintaining our national ideals, but even more significantly in the interest of strengthening the national defense, no function of the school exceeds in importance that of promoting harmony and brotherhood among the numerous minorities of our land.

To that end the schools should now focus their energies consciously and systematically upon the achievement of domestic unity. By disseminating information concerning the contributions of the various groups to our national life, both through purely factual material and through literature, and by exposing the sources of propaganda aimed at the various minorities, teachers should labor to destroy the animosities and prejudices which in various parts of the country are directed against minorities such as German-American, Italian-American, Japanese-American, Catholics, Negroes, Jews, the foreign-born, the unemployed, and the underprivileged, and all other groups which from time to time are subjected to discrimination and unfriendly propaganda. The pupils in our schools should acquire a sense of the essential comradeship among all lovers of freedom, regardless of race, nationality, relig-

ion, sex, or occupation; they should learn that in a democracy the peculiar cultures of these groups should be encouraged. They should learn that disloyal and un-American individuals may be found in any of these groups, and that it is the function of the law enforcing agencies to identify and prosecute such individuals.

Even toward the people of enemy nations it is important now to maintain attitudes of sympathy and good will. If changes are to be made, for example, in the teaching of the foreign languages, they should result in an increase rather than a decrease in the study of the various foreign cultures which they represent. Our students should learn to distinguish between the tyrannical governments of the nations with which we are at war and the peoples who are victimized by them. Unless sanity with respect to the common people of all lands can be preserved, the likelihood of a just and lasting peace at the close of this war will be small.

The National Education Policies Committee therefore recommends that the American Federation of Teachers urge teachers and administrators in American schools to accept as their responsibility in time of war, the promotion of national unity with full respect to the rights of all minorities, and the spirit of co-operation among the diverse groups in our population. The American Federation of Teachers locals are urged to sponsor community conferences and to promote attendance at parent-teacher meetings at which democratic unity and tolerance are stressed, in accordance with the recommendations of the American Federation of Labor and the government of the United States. The Committee further recommends that the necessary guidance for the achievement of these principles be provided in the various publications of the AFT.

Education for Democracy — Democracy in Education

The School in Poland

Alexander Hertz

THE TASK of building a nation-wide school system was one of the chief problems faced by newly liberated Poland in 1918. The new Polish state was handicapped by the effects of long years of political dependence and had to deal at the same time with the survivals of the past—with the feudal, social, and cultural structure of old Poland. The educational situation presented particular difficulties in those parts of the young republic which formerly belonged to Austria and Russia. The policies of both governments had resulted in general illiteracy among the broad peasant masses. Paradoxically, along with the extremely high percentage of illiterates, there were in these districts several universities (in Cracow and Lwow, in former Galicia) and a number of high schools, although their total number was, of course, insufficient for the needs of so large a country. On the other hand, in the formerly Prussian part of Poland there were no colleges or universities, but the German government had developed a well organized network of grammar schools. These schools had conducted their work in German, but the change from German to Polish as the basic language was easily achieved.

One feature of this inherited school system was particularly glaring. That was the sharp division between higher education for the "better" social classes and the "elementary" grammar schools for the broad masses of the rural and town population. This division was a result both of the social and political character of the three nations which had formerly held the territory of Poland and of the semi-feudal character of Polish society itself, with its rigid distinction between the gentry and the peasants, and its still potent traditions of serfdom.

During the twenty years of its existence as an independent nation, Poland was the

scene of continuous struggle between the survivals of old feudal traditions and the new democratic forces arising from the ever increasing political and cultural maturity of the masses of peasants and workers. The school, which is always an expression of general social development, reflected in its growth the progress of the Polish masses.

Despite her precarious economic and political position, Poland accomplished much in the field of education during the period of national independence. She succeeded in unifying the school administration, in creating a large and well organized network of schools, and building new colleges and universities. A large army of competent teachers was developed, and the public school became ever more democratic and progressive. Organized into a strong and genuinely democratic professional union, with a membership of over 40,000, the Polish teachers exerted much influence in the social and spiritual life of the country. They were true pioneers of courageous progressive ideas, devoted to their work, although poorly paid and not infrequently persecuted by reactionary elements in the administration.

Adult Education Stressed

Adult education was an important part of the activities of teachers and social workers. It endeavored to fill the educational needs of the backward agricultural country with its masses of illiterate peasants and to satisfy the growing eagerness of the youth and the workers for cultural and social emancipation. People's universities, modelled after the schools of Denmark, public libraries, popular theatres, self-education societies, and various other forms of educational activity sprang up throughout Poland.

The following figures are the best evi-

dence of educational progress. In 1939 Poland had 28,881 public schools; 784 high schools; 668 colleges; 74 teachers' schools; and 28 universities. The teaching staffs numbered 77,693 in public schools; 6,483 in high schools and colleges; 2,460 in universities.

The number of students was as follows: 4,953,000 in public schools (as compared with 3,208,400 in 1922); 234,200 in high schools and colleges; 50,000 in universities.

The increase in the numbers of both teachers and students in public schools was especially striking. The number of teachers as compared with 1924 was 22 per cent higher in 1939, and the number of students rose by 50 per cent in comparison with 1922.

In 1939, there were 1047 popular universities functioning in Poland, along with 1037 popular and amateur theatres, 18,636 popular clubs, and 6,982 regular libraries.

Seek to Crush Polish Culture

The war and the Nazi conquest radically changed the entire situation. The German authorities immediately began destruction of Polish culture by putting into practice their political theory of the "master race." The reasons for this were of direct military and political character. The Nazis sought to crush all resistance by terrorizing the leading elements of Poland. They ruthlessly destroyed all centers of spiritual and cultural life and persecuted the intellectuals with merciless brutality. The German push into Poland was from the very first attended by mass arrests of scholars, teachers, students, and even young boys and girls, and by executions and exile to concentration camps of the most prominent personalities. Failure to break Polish resistance is to the Nazis merely evidence of further need for the systematic continuation of this policy.

This theory of the division of humanity into "master races" and "slave races" is one of the fundamental principles of Nazi philosophy and imposes sharp distinctions between the political, social, economic, and cultural destinies of ruling and of servant nations. Poles, Czechs, other Slavs, and

particularly Jews, are reduced to the status of mere man-power, to manual slavery in the service of their masters, the Germans. Slaves need no culture and are incapable of it. It would be dangerous, therefore, to give the Poles an opportunity to disprove this fundamental Nazi theory by permitting them to engage in cultural activities.

The Nazis pursue their work of destruction systematically, attacking all fields of cultural activity, but aiming particularly at schools and other forms of education. The regions which were incorporated into Germany are ethnically distinctly Polish. From the Nazi point of view, however, they are a part of Germany; their Polish and Jewish populations are but a temporary phenomenon and will eventually be entirely eliminated to make way for Germans. Consequently, all their Polish schools have been closed, and many German schools and scientific institutions, from which Poles are strictly barred, have been established. Poznan University is today a center of Germanism; its Polish professors have been either arrested or deported to the General Gouvernement. The solution of the "Polish problem" here was simple and easy.

Finding a solution to the "problem" in the General Gouvernement, where Poles and Jews are allowed to live and starve legally, has turned out to be somewhat more difficult. There, German policy has been based on the principle that slaves need only such education as will be useful to their masters.

All high schools, colleges, universities, and even art schools were closed and their buildings confiscated. Those of the University of Warsaw were previously partially destroyed by bombardment during the siege of the city. What is left of that university, once the pride of Polish culture, now houses a German police detachment. The beautiful building of the former Ministry of Education is today occupied by the Gestapo.

All the large libraries, all archives, collections, and scientific institutions were confiscated and moved into Germany. The Aerodynamic Institute of Warsaw, one of the three best in Europe, was transferred into the Reich. Many of its professors were arrested and sent to concentration

camps. The scholars of Cracow suffered a similar fate.

The Nazis also confiscated the pre-war textbooks and prohibited further sales of them. All Polish book shops and publishing houses became German property.

Organize Book Blacklist

The remaining public and private libraries were "purged." Almost all the works of the best known Polish writers and scientists have been banned. A blacklist of writers and books was issued by the authorities; the reasons given referred to Jewish origin, democratic or plutocratic influences, or anti-German feeling. Among the prohibited writers are Adam Mickiewicz, the greatest Polish poet; Henryk Sienkiewicz and Wladyslaw Reymont, Nobel Prize winners; Stefan Zeromski, Boleslaw Prus, and Andrej Strug, famous novelists; Stanislaw Wyspianski, great Polish dramatist; and many others. Practically her entire cultural heritage was outlawed and banished from Poland. Joseph Conrad, the great English novelist of Polish descent, is also on the Nazi blacklist.

The only thing that remains is the public school, which the Nazis consider necessary for modern slaves. The number of such schools, however, has been reduced, and the best school buildings confiscated. The teachers are subject to Nazi rules and racial regulations; German methods have been introduced, and the children are forced to pay homage to Adolf Hitler and his work in Poland.

Some of the industrial schools have also been retained, for Germany intends to use skilled Polish manpower to supply some of its military needs.

How do the Polish people react to this catastrophic situation? It must be remembered that before the war there was an ever growing desire for cultural emancipation among the masses of Poland. This desire has been greatly intensified by the spirit of resistance, by hatred of the Nazi oppressor. It is, perhaps, particularly significant that a great part of Polish national resistance takes the form of cultural and educational activities.

Poland has a rich tradition in underground activity, and not in the field of politics alone. During the last decades of the nineteenth century an illegal university in Warsaw played a very important part in the life of the country. Several of its teachers later became celebrated figures in their fields, like the prominent sociologist, Ludwik Krzywicki, who is also well known in the American academic world. Underground education is being revived in Poland today on an extensive scale, especially in the form of self-education. People gather in small groups to study under the guidance of professional teachers. All stages of higher education, from high school through university are represented underground. Illegally printed booklets and instructions take the place of texts, and whatever old books can be obtained are regarded as treasures, carefully preserved and handed on from person to person. Even a sort of underground school administration has been set up to direct and unify the work.

'Illegal' Schools Build Morale

Of course, this clandestine attempt to supplement legal education cannot suffice for the needs of a modern nation. The underground school is of great moral and political value; it testifies to the strength and vitality of the spirit of resistance, but it cannot in the long range take the place of normal educational institutions. Poland faces a great and crucial problem in the future—the problem of restoring her cultural life. Many teachers have been killed, many books, collections, and institutions destroyed. The post-war situation will be desperately grave, but in the struggle for spiritual independence, for keeping alive creative forces and opportunities, Poland is not alone. The problem is today international. The restoration of European culture may not be possible without the aid of American schools, American science, and American teachers. Poland, Czechoslovakia, and Yugoslavia, the three countries hardest hit by the Nazi "New Order," will be especially dependent on America for financial assistance, books, scientific instruments, and skilled teachers.

Equalizing School Opportunities

by the Farm Security Administration

Jimmy La Rue (pictured below) is one of 3,000,000 boys and girls for whom life has dignity because the Farm Security Administration helped their parents get off economic Bottom Land.

Most of these children belong to families who have had rehabilitation loans. The loan may have been for a mule, a cow or two, fertilizer, seed, or farm machinery, the extra something which they needed to get into production, and which they had neither the cash nor the credit to buy.

A small group, about 45,000 are the children of farmers who have moved to FSA homesteads from cutover land, dust stormed land, flood swollen land, abused and exhausted soil which could not support them.

Additional hundreds of children have had a better start in life at FSA migrant camps. They are the children of farm

laborers who go up and down the country, sometimes travelling 3,000 miles a year, in search of a week's work here, another week's work there, two weeks without work, then across state lines to another job harvesting another crop. To them, and to their wives and children especially, FSA migrant camps are shining oases of shower baths, gardens, soundly constructed houses, laundry tubs, and doctoring, in a desert of dirt, disease, and homelessness.

The average migrant child is backward. His intelligence compares with the average students in any class he joins, but tourist schooling puts him behind his age group. Sometimes this fact and his shabby clothes make him so self-conscious he refuses to go to school at all.

The children of settled low income farmers sometimes suffer from the same sense of inferiority. But if they have been kept



1939 Jimmy La Rue, son of a Missouri sharecropper is photographed by FSA photographer Lee to show Americans the plight of many children in rural areas. Used in the "American Teacher" of November, 1940.



1941 Again the FSA photographer takes Jimmy's picture. This time after two years of better living provided by the program of the Farm Security Administration, which helps low income farmers to help themselves.

at home because they felt "poorly," because they did not have shoes to wear or because they were needed to help with the farm work, the rehabilitation of their families by FSA loans and supervision is often enough to put the children back in school. Medical care programs sponsored by FSA in 38 states protect the health of about 300,000 children of school age.

Schools on FSA homestead projects have given educators a chance to experiment with textbooks adapted to the needs of low income farm children. Two of these, *The Family Life Arithmetic* and *The Family Life Reader*, were introduced in the schools of Coffee County, Alabama. Homely problems were substituted for abstract problems in simple arithmetic, such as: "A hen fed on corn alone laid 72 eggs in a year. A hen fed on equal parts of corn and laying mash laid 174 eggs in a year. How much did the laying mash increase the hen's egg production?" There are reading exercises like this: "Our family eats a good breakfast. Here is our breakfast for today. Tomato juice, cereal, eggs, toasted biscuits, and milk." The children take their books home at night and their parents study them with an even greater appreciation of their application to farm life.

School facilities were not available on all the 151 FSA administered projects, so FSA has built 32 school and community buildings, 9 school houses, 26 community buildings, and 14 health clinics. The school and community buildings have auditoriums for educational movies and group meetings, kitchens, libraries and workshops for training in welding, radio transmission, hot and cold metal work, electricity, woodworking, repair of farm machinery, economics, child care, and sewing.

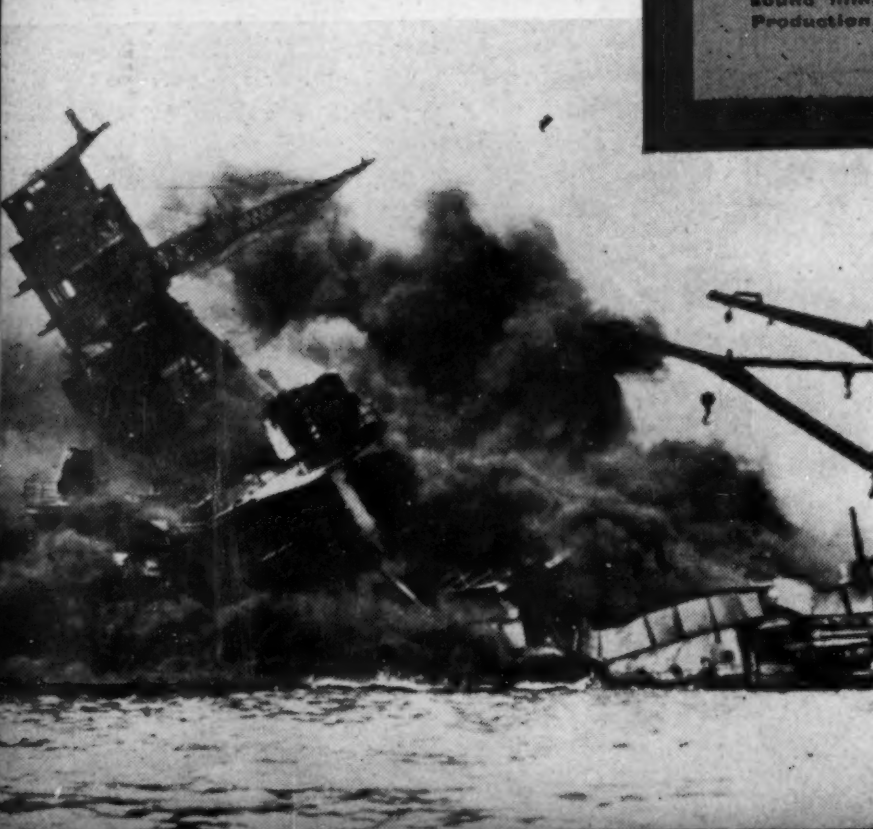
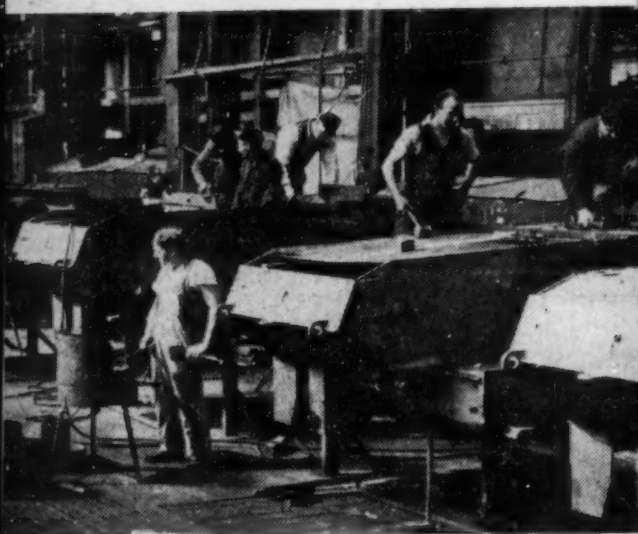
In nurseries for younger children at labor camps and some projects, there is a daily check up by the resident nurse. The children are given milk, fruit juices, and cod liver oil during the day and a hot lunch at noon. Cots are set up for afternoon naps. The nurseries are open usually from 8 a. m. to 5 p. m. six days a week, but where it is necessary they are open longer and on Sundays.

Convinced that children of borrower

Same Forces Oppose FSA

The same forces fighting to abrogate the rights of labor are likewise directing their attacks on the gains of farmers. Their attack is now centered upon the Farm Security Administration. One of the first federal farm agencies to gear its efforts to the demands of the war, FSA has provided concrete aid to farm families so that they could produce the foodstuffs vitally needed. The attack on FSA has come from the Byrd Committee, which also is seeking to wipe out other social agencies of help to the war effort, including the NYA, CCC, and other farm and public works programs. The campaign has the support of a few farm groups who apparently are more concerned with gaining organizational advantages than with furthering the "food for victory" program.

families could be educated by pride in accomplishment, FSA began making loans for the pig, calf, sheep, or chickens they needed to enroll in 4-H and other agricultural clubs. Recently 16 youngsters in South Dakota got FSA loans and joined a 4-H sheep club. At a tri-county show in the fall their lambs won 10 first prizes and 6 second prizes. Now, hundreds of boys and girls are turning out Food for Freedom the same way, buying defense stamps and bonds with their profits from pork and tomatoes. In 1939, the FSA made a survey to find out how many children the agency had actually enabled to attend school. At that time 361,192 families were taking part in the loan program. Parents in those families reported 210,253 children who could not have gone to school if it hadn't been for FSA assistance. Most frequent reasons given: better incomes relieved the pressure which made it necessary to keep children away from school to work on the farm; long-term leases the FSA supervisors had helped them to obtain, enabling them to stay on one farm long enough to "put down roots" and keep children in school; better health; and decent clothing. An estimate based on the findings of the 1939 survey indicates that 500,000 children have attended school as a direct result of FSA aid in the last seven years. Those Americans interested in equalizing educational opportunity for the underprivileged children have a friend indeed in the FSA.



New Filmson

CLOCKWISE, starting, upper left-hand corners:

Chinese regulars in a shot from Ray Scott's technicolor "Kukan," a picture epic of fighting China. 35mm sound (Adventure Films).

A Canadian soldier from the "Fight for Liberty," a story of the first year of the war. 16mm sound film (National Film Board of Canada).

From "Garden for Victory," one of the few films of gardening, comes this scene showing how to plant potatoes properly. 16mm sound (Bell and Howell).

How the world might be, is the theme of the 16mm sound film, "The World We Want to Live In," a production of the National Conference of Christians and Jews.

Consumer Co-ops make real progress, as shown in this picture of a gasoline tank truck, from the 16mm sound film, "Here is Tomorrow." (Documentary Film Production.)

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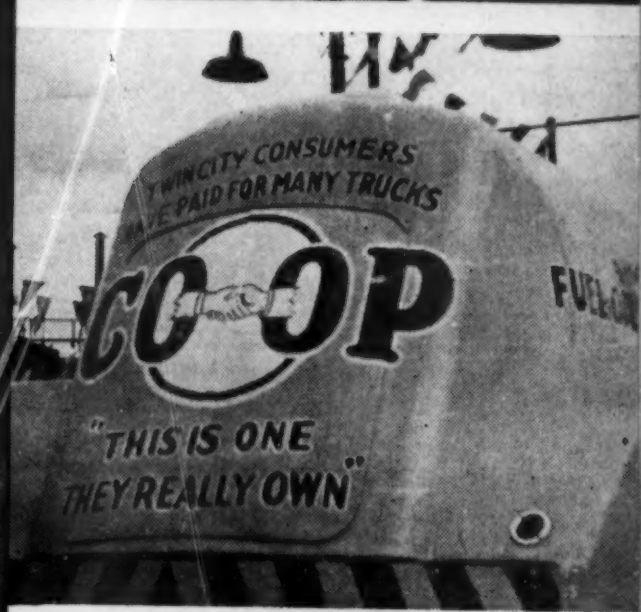
Senior Victory

lower right-hand corner—After a day's sketching, the Canadian artist, A. Y. Jackson, relaxes with villagers at the local hotel. From "Canadian Landscapes." 16mm sound (National Film Board of Canada).

A Russian worker uses a power wrench to assemble a wheel in an auto plant. A scene from Julian Bryan's timely film on the Soviet Union. Released by the Eastman Kodak Company. 16mm silent.

"Bombing of Pearl Harbor," is the message of this striking shot from Castle Films (16mm, both silent and sound) which shows actual scenes released by the U. S. Navy from the raid on our Pacific outpost.

Australian workmen assemble gun carriers in one of many "down under" arsenals. These weapons will meet the Axis in the battle for democracy. From Film "Australia Marches with Britain." 16mm sound (Australian Information Bureau).



BOOKS

Not Educating for Democracy

TEN ANGELS SWEARING, by Francis Williams. London: George Routledge & Sons, 1941. 5 shillings.

The title of this British book should not be strange to the eyes of American teachers because it comes from Abe Lincoln's statement: "If the end brings me out all right, what is said against me won't amount to anything, and if the end brings me out wrong, ten angels swearing I was right will make no difference."

The book is a brilliant criticism of the failings of democracy in Great Britain. It shows in the section on "Tomorrow's Politics" that even in Britain only a small minority of the people care to exercise their right to vote; that the candidates are selected by an even smaller group of people in a party machine and also according to the ability of the candidate to secure money to finance the constituency machine; that when the voters have spoken, there is the difficulty of keeping effective control of their representatives; that there is no answer yet to the problem of how to secure economic security and yet retain traditional freedoms; and that, so far, we have not been able to preserve fully initiative and inventive genius in what Williams calls the Social Service State. Finally, it shows the incompleteness and dullness of the lives of ordinary men and women.

Teachers will be interested to know that one of his most important remedies for these failings of democracy and the agency for the fulfillment of this great promise is the school. But, first of all, he has some exceedingly critical things to say about the schools of Britain. He fears

that the old school tie may yet strangle the British community.

As few readers will be able to secure this book until it is published in the United States, some quotations are here worthy of a place. "If education is to have any real meaning, one of its purposes must surely be to produce people who are interested in and informed about what is going on in the world." Rapping the English system for its class features, Williams says, "Education is as essential in a democracy as training is in an army. The untrained army cannot hope to be successful. Neither can the uneducated democracy. If we are going to have a democracy, and we seem to have decided we are, it must consist of educated people if it is to function successfully. Education is a social necessity."

He thinks that education should fight Hitlerism and not continue to imitate it: "In a democratic community the school, properly regarded, has three functions of equal importance. It should help the individual to develop as a human personality against the rich background of a liberal education, giving to him the keys that will open for him the minds of other men and women, living and dead, and make it possible for him to bring to the problems of the hour the test of values that have endured. It should train the men and women of the future in the problems of community living and bring to them a realization, and acceptance, of the responsibilities that membership in a society entails. It should fit them to earn their own livings as adult members of a community in the way best suited to their capacities and abilities.

"British education, despite the substantial advances that have been made during the last quarter of a century, does not fulfill this three-fold purpose because it is still governed by a conception of society inimical to them. The governing conception in our educational system is still that of a class society. It is a society in which it is regarded as natural that the middle class and the rich should buy for their children a special and privileged kind of education that will enable them, when they grow up, to do work suitable to the middle class and the rich. In this society it is regarded as proper that the children of the lower-middle class and the poor should be given an inferior education that will fit them to do inferior work. We accept in our own society the idea of *Herrenvolk*, although we are fighting to banish that idea from Europe. . . . In a complex and competitive world we simply cannot afford such a system if we want to survive. This is now becoming recognized in part, but in part only . . . there remains a strong determination on the part of many of those who have enjoyed the advantages of a privileged system of education to retain those privileges for their children. In so doing, they are, whether they realize it or no, sabotaging the democratic effort. So long as the class division in education

backgrounds for the WAR

Australia

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India

"Indian War-Time Factory"—What are the facts about this country? Dramatic story in 16mm sound

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plus

"Tools of War"—A Nazi film seized by the British at Bermuda; by all means see it

plus

"The World We Want to Live In"—a stirring document posing some of the problems of tolerance

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persists, one of the greatest of all obstacles to a truly democratic education will remain. And without a democratically educated people the democracies cannot hope to meet and overcome the problems of the future."

British writers under the blitzkrieg thus frankly recognize the failings of education and demand improvements. We of the AFT should follow such a good example.

MARK STARR

A Program for Winning the War and the Peace

A WAR POLICY FOR AMERICAN SCHOOLS, by the Educational Policies Commission of the National Education Association of the United States. Washington, D. C., 1942. \$.10.

Win the war and insure post-war democracy! This task requires the fullest co-operation and "all-out" effort of every American citizen. The thought and action of each individual and each community agency must be an integrated part of our national answer to the enemies of democracy and human dignity. "Public education as usual is neither possible nor desirable." Schools have a definite obligation to focus objectives and program on the two life-important goals for victory and post-war democracy. Our job is to develop as rapidly as possible unity in purpose and procedure to demonstrate how schools can serve co-operatively with all agencies in America's war program.

A War Policy for American Schools should be read by every teacher, administrator, and parent. This contribution of the Educational Policies Commission offers a war policy and suggested program that points the way for unity and accelerated action in public education. The faculty of each school will find it valuable to use the Commission's report for immediate study and planning. The school's war program is determined by what administrators and teachers accept to be important in the present emergency.

Priorities in education must be decided. The Commission recommends the following duties of schools:

1. Training workers for war industries and services.
2. Producing goods and services needed for the war.
3. Conserving materials by prudent consumption and salvage.
4. Helping to raise funds to finance the war.
5. Increasing effective man power by correcting educational deficiencies.
6. Promoting health and physical efficiency.
7. Protecting school children and property against attack.
8. Protecting the ideals of democracy against war hazards.
9. Teaching the issues, aims, and progress of the war and the peace.



10. Sustaining the morale of children and adults.
11. Maintaining intelligent loyalty to American democracy.

A brief discussion, including suggestions for action, is given for each priority duty.

The final victory will be based on what is achieved in the post-war period. The school is obligated to educate now for the ideals, quality of citizenship, and international mindedness that enable ultimate victory for the things Americans are now fighting for. The contribution of teachers in wartime, therefore, is comparable in loyalty, sacrifice, and democratic faith to the services of other individuals in our victory for democracy. *A War Policy for American Schools* is, therefore, a "must" reference for each member of the teaching profession. The contribution of public education in war for victory rests upon our thinking and acting now. One national policy and program should be the goal and function of all American schools. Teachers look to our national education associations to unite with the United States Office of Education in developing and administering a national program for public schools that will reveal the true values and functions of education in war to preserve democracy and to offer man the opportunity to accept the duties inherent in democratic citizenship as a priority over democratic privileges. Education for victory and post-war democracy must be our goal and guiding faith.

E. T. McSWAIN

AMERICAN TEACHER NOTES

Extra copies of the *AMERICAN TEACHER* may be secured by writing to George T. Guernsey, editor, 506 S. Wabash Ave. The November, 1941, issue contains resolutions on education adopted by the 1941 AFL Convention.

TEACHERS UNION IN ACTION

(Continued from page 2)
effect this status. Berwyn Council is sponsoring an extension course on "Schools in Wartime" offered by George Axtelle, coordinator, and eleven other persons from the School of Education, Northwestern University.

Thirteen members of the West Suburban Teachers Union were among the 325 teachers who completed the survey course in civilian defense given by Albert Lepawsky of the University of Chicago, director of the Civilian Defense Training Program for Chicago. Five of these thirteen were among the one hundred persons selected from finishers of the first course to take a second intensive seminar course in preparation for certifying them as master instructors.

★ ★ ★

681 FORDSON, MICH.—The Sojourner Truth housing controversy in Detroit led the editors of the *Fordson Teacher* to wonder whether teachers have been able to rid themselves of their own prejudices and to attack the race problem on a purely intellectual basis so that they may play an active and important part in realizing the American dream of true democracy. In this connection they gave space to a report by War McCreedy, a student from Northwestern High School, on what that school has done about the race problem. About six months ago, McCreedy said, over a hundred students began the study of racial relations, hoping to find answers to their problems. A Better Race Relations Committee was established, with an executive board of six Negroes and six whites, which, after investigating cases in which prejudice was said to exist, was successful in minimizing discriminations.

★ ★ ★

684 HIGHLAND PARK, MICH.—Volume I, number 1, of the *Bulletin* of the Highland Park Federation of Teachers has recently been issued. It is a one-page sheet containing announcement of the new local's interests and pro-

jected activities and is indicative of the group's enterprise. Five new members have been taken in and the application cards of five additional persons are on file.

★ ★ ★

431 CAMBRIDGE, Mass.—The Harvard Teachers Union has urged Harvard University to keep liberal education alive and to clear channels through which teachers may serve the nation. President Conant of the University expressed sympathy with the Union's proposal that an office be created for the purpose of finding openings for those men who have finished their graduate work and teaching at Harvard, and of recommending them upon the basis of a careful knowledge of their scholarship and teaching abilities. Already, at the insti-

gation of the Union, steps have been taken toward the creation of an office which will advise men of opportunities in the armed services, defense industries, and government agencies.

Members have helped in the organization of new locals in Somerville and Medford, Massachusetts, and have worked with the educational program of the Boston Women's Trade Union League. Immediately following Pearl Harbor, Local 431 issued a statement pledging full support of the war, and insisting that America insure a democratic victory by safeguarding its civil liberties, the rights of labor, and its educational tradition; by suppressing vengeful or imperialistic impulses; and by demanding a peace of all the peoples of the world instead of a peace of a few governments.

Saginaw Unions Back Salary Increases for Teachers

663 SAGINAW, MICH.—The Saginaw Building Trades Council has joined with the Saginaw Federation of Labor in requesting that local teachers' salaries be raised. This action was taken in the face of the Saginaw School Board's determination to keep a quarter of a million dollar surplus in the building fund where it is now lodged, a disposition of the money which would mean added employment for the building trades. But the president of the Council, Carl Dickinson, explained that in the present emergency the welfare of the school children was more important than the monumental construction of new school buildings.

Following this endorsement, the Saginaw Federation of Teachers in a letter to Frank E. Bastian, president of the school board, again requested consideration of a salary increase for teachers of 15 per cent, first asked for in December. Accompanying the request was an analysis of the means by which the increase could be granted, namely the using up of the board's surplus hoardings, which amount to more than five times the sum needed to grant the salary increases. In reply, the board defended its idle surpluses (\$240,000 in the building fund and \$110,000 in a newly discovered insurance fund) by saying that these sums could be used in repairing wreckage should enemy bombs fall on Saginaw's school buildings. President Bastian also suggested that all groups would profit by staying away from board meetings, maintaining that the presence of individuals "made the board members nervous." Previously the board had proposed that AFT teachers attend board meetings and discuss their problems.

A further challenge to the hoarding of the board came from John Reid, secretary-treasurer of the Michigan Federation of Labor, in a letter addressed to Chester F. Miller, superintendent. Reid wrote that the Saginaw School Board in retiring all outstanding bonded indebtedness and accumulating its surpluses was violating the spirit and intent of the State Aid law.

189 NEW YORK, N. Y.—

The Workers Education Local at a recent meeting endorsed the work of the Inter-Union Institute and offered the co-operation of Local 189 in carrying forward its educational program. The local is setting up a labor standards committee of three members to investigate the problems and conditions of educational directors in the unions and to formulate standards with regard to qualification, status, and remuneration.

★ ★ ★

259 CHICAGO, ILL.—Three thousand copies of a six page folder on "Chicago College Teachers in National Defense" was issued on December 1, 1941, by the Chicago College Teachers Local for distribution among Chicago college teachers.

★ ★ ★

562 BOULDER, COLO.—

Joseph W. Cohen of the University of Colorado and Boulder Teachers Union is the author of an article in the February 14, 1942 *School and Society* entitled "Should College Teachers Join the AFT?—A Reply to Professor Wakeham" in which he deals succinctly with the objections to teachers' unions raised by G. Wakeman in an earlier article.

Miller Appointed N. J. Highway Head

Spencer Miller, Jr., director of the Workers Education Bureau of America, was recently nominated State Highway Commissioner of New Jersey by Governor Charles Edison. Confirmation of this nomination has been delayed by Republican leaders in the state senate, a maneuver which has aroused the ire of organized labor in New Jersey, where Miller founded the famous Rutgers Labor Institute. Not only have resolutions been adopted throughout the state by labor unions protesting the unethical procedure whereby the senate president withheld the nomination from the upper house of the legislature, but also delegations of labor representatives are being organized to march on Trenton to demand a square deal for labor's friend. Officials of state labor organizations have declared they will co-operate in the efforts to have an early confirmation of Miller's nomination.

UNION FORGES AHEAD

488 SOUTH FORK, PA.—The Adams Township Federation of Teachers has been successful in accomplishing most of the points of the program planned last fall: (1) to secure "sick leave" with pay and leave of absence with pay for absence due to death in the immediate family; (2) to increase salaries in keeping with the advancing cost of living; and (3) to expand the organization to take in members from school districts in which there is no AFT. The first point was secured by a conference between the board of directors and a committee of the teachers.

The second point was not so easily won. The teachers presented a petition to the board showing why an increase in salary was necessary in order that the teachers could maintain a respectable standing in the community. The board refused to recognize the request of the teachers, despite the fact that the teachers had during the depression years voluntarily returned to the board 15 per cent of their pay during one year and 10 per cent during the next year. This has never been refunded to the teachers. The board took the stand that to increase salaries would necessitate an increase in the rate of taxation which already stood at 30 mills. An increase over 30 mills would seem to be an exorbitant rate of taxation. The teachers then made an investigation and found that the district with its extremely high millage rate was not paying as much tax per thousand dollars real valuation as many districts were paying per thousand on 15 or 20 mills. The answer lay in the vast difference in assessed valuation of the many districts. This fact was brought out in a mass meeting in which the members of the board and practically all the members of the faculty were present. Still the board refused to recognize the request of the teachers either by affirmative or negative action. The teachers then threatened drastic action unless something was done in recognition of their demands. The county superintendent of schools intervened and called for a conference with the board and a committee from the teachers. At this conference the board agreed to grant to the teachers an increase of \$200.00 in annual salary for the term of 1942-1943.

The third point of the program is now being carried out and gives much promise of success. The original plan of inviting teachers from other districts to join Local 488 has been replaced by the more feasible plan of organizing new locals. In conjunction with the Central Labor Union of Johnstown a meeting was called at which representatives from various localities were invited to attend. At this meeting a committee from the teachers and a committee from the Central Labor Union, headed by Clyde Slick, secretary of the Central Labor Union, mapped a campaign of action. A series of meetings has been planned to take place in various centers of the county, which totals approximately 1200 teachers. The first meeting was scheduled to take place on March 20, at Johnstown.

Upon its organization in 1937, Local 488 with the help and support of local organized labor saved the positions of several good teachers who had been unfairly dismissed. When it was chartered there was not one organized labor member on the board. Today, four of the seven board members belong to some branch of organized labor. Not once has the legislature voted contrary to its wishes on any law in which schools or organized labor have been involved. The local was instrumental in having thousands of postcards, letters, and telegrams sent to the governor and legislators during the fight for enactment of the now famous Pennsylvania tenure law.

540 ROCKFORD, ILL.—

Frank E. Baker, president of the Milwaukee State Teachers College, addressed the annual banquet of the Rockford Federation of Teachers on March 5. Irvin R. Kuenzli, AFT secretary-treasurer, and John M. Fewkes, national AFT vice-president, and members of the local trade unions were among the attenders. Arrangements for the banquet were in charge of Elsie Beatty.

A temporary restoration of salaries for employes of the Rockford schools has been announced by the Rockford Board of Education. For March, April, May, and June, 1942, the restoration will be 10 per cent. July and August will be on the old rate. Beginning with September, 1942, local employes will probably go on a new schedule calling for increases above present scale—although no announcement has been made as yet. For the contract year of 1941-2, the increase totals 4.4 per cent—or a net loss of 12.2 per cent, taking the enforced vacation into consideration. The salary committee is working on a new schedule but as yet has reached no agreement with the board.

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39 BUFFALO, N. Y.—At the annual Ladies Night, April 25, the guest of honor will be Robert T. Bapst, superintendent of schools, Buffalo. Carl Kuehn is chairman of the committee on arrangements.

Lot Cooke of the legislative committee recently made a trip to the state legislature in Al-



WELCOMED TO Minneapolis to aid the fight for better schools is W. F. Baar, (right), former head of the Chicago Citizens Schools Committee, by J. Selmer Drage (left), president of AFT Local 238. With them are Lloyd P. Johnson, chairman of the Minneapolis Schools Committee, and Mrs. James F. Gould.

bany in the support of AFT interests. He reported that AFT sponsored legislation has been strongly backed by the New York State Federation of Labor, which helped in the passage of the bill for restoration of the 2 per cent cut in state aid (now in the hands of Governor Lehman), is co-operating in the fight against the 65-year retirement bill, and has endorsed the tenure bill for rural teachers of the state of New York.

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43 ST. PAUL, MINN.—“Rumors and Rumbblings,” the column supplied to the St. Paul *Union Advocate* by the St. Paul Federation of Men Teachers, dealt recently with teachers' salaries. Asserting that “teach-

ers on fixed salary schedules are now paid less than semi-skilled labor,” the column cites a study recently made of 27 cities of 300,000 population, 18 of which have already made adjustments, five of which plan adjustments, and only four of which (St. Paul being among this number) “do not see that adjustments are a logical consequence of present economic trends and that not to give similar adjustments to teachers will only increase inequalities and injustices.”

Another column was devoted to the importance of education in wartime and asked that the St. Paul school system be brought to a fair comparison with other cities of equal wealth and population and then expanded so that it can adequately carry out the policy of education of the American Federation of Labor in its battle for democracy.

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441 BOSTON, MASS.—Asserting that a “terrific responsibility rests on teachers . . . in building morale and counteracting the ‘attacks from within’ which have destroyed so many other nations,” the Boston Federation of Teachers, through its executive board, has set up a comprehensive program for the mobilization of its school system. This they call their “Victory Program for the Schools.”

Closely related to that program is their present vigorous campaign to increase membership. The current issue of their



LISTENING at the annual convention of the New Jersey State Federation of Teachers Convention are John Connors, AFT vice-president; Paul Trilling, president of Local 522, and Ruth Wanger, AFT vice-president.

bulletin sets forth the reasons for this drive: the AFT's tie with labor, its ability to represent all teachers, and the inter-relation between the war effort and the maintenance and expansion of a democratic system of education.

Local 441 has asked for a raise of pay for all categories of teachers, including substitute ones.

* * *

652 LA CROSSE, WIS.—Members of the La Crosse Federation and guests heard George T. Guernsey, editor of the AMERICAN TEACHER, in a discussion of the challenge of the present crisis to teachers and education, at a Sunday evening meeting, March 8.

The meeting, one of the type found popular by the La Crosse Local, combined a special hour with the discussion, and was held at the home of H. Margaret Josten, charter member, and chairman of the policy committee.

Guernsey pointed out that the schools can no more expect to carry on "business as usual" than can industry and trade. Teachers are facing the problem of adjusting themselves, their pupils, and the schools to a quickly changing world, and at the same time preserving the social and cultural gains that have been attained. Teachers must take the lead, he said, in shaping the educational program to the changes that will be demanded of it, and in planning, not only for wartime living, but for the post-war peace.

In such moves as the training of school children for farm labor, Guernsey warned of the danger of losing the gains made by the child labor laws. Teachers must make themselves aware of the educational aspects and implications of all wartime plans as they affect civilians, and must make it their business to help formulate and direct these projects.

* * *

508 ST. LOUIS COUNTY, MINN.—Local 508 held a meeting with Superintendent Arthur Lampe recently to discuss salaries and contracts for next year. Last fall a request of the AFT teachers in the rural schools for pay increases was turned down by the county board of education.

Special AFL Organizer Talks Over a Few AFT Problems

By HARRY R. HAZEL

Special AFL Organizer for AFT

An organizer for the American Federation of Teachers should have the easiest job in the world. Why? Just consider.

In every one of the fifteen states in which I have worked, teachers almost without exception agree that teachers, by themselves, cannot solve the problems which confront them. They also agree that teachers' associations in which administrators hold membership are particularly ineffective. Also, keep in mind that the largest and most powerful organization of parents of the children who attend our schools, namely the American Federation of Labor, is ready and willing to throw its voting strength and influence on the side of a more adequate financial support of the schools. All that organized labor wants is guidance and teacher affiliation, which gives them the right to represent the teachers before legislative bodies and to place pressure upon its membership at general elections.

Then why is the job not easy? A one word answer, fear. This may have a real foundation or not. It does not matter much.

In one city the superintendent promised he would announce at a general teachers' meeting that he would not interfere in any way, and he did make good on that promise. But either the teachers were unusually timid or they did not place much confidence in his promise. They were still afraid.

It has been stated by some superintendents that the members of the board of education are to blame. In many cities there are more members of organized labor than votes usually cast at the election of board members. It should not be difficult for organized labor to control these elections in behalf of the children. It only takes a moderate measure of intelligent leadership and organization to bring this about. Let this leadership be assumed by the teachers in their unions wherever feasible, and the greatest obstacle to organizing teachers in the AFT will be eliminated.

But you may object, that will take time. True, but if it is never started it will never be brought about.

In the meantime, do you know of even one teacher in a community where there is no teachers' union, who has the sense to realize the power which organized labor can supply toward improving conditions in the schools in every way? Then if that teacher will invite two or three or more of like mind to meet with one of the organizers a local can be established wherever labor is even moderately strong.

The American Federation of Teachers is on the threshold of an unusual growth in number of locals. Some co-operation on the part of members of existing locals will enable us to "go in and take over."

Finally, would that there were some means by which intimidation of teachers could be stopped. Until it is, our "free public school system" is such in name only.

A united and intelligent AFL can do the job, and probably will. Let us hope that it will be soon.

I CHICAGO, ILL.—The Chicago Teachers Union held its annual Education Conference on Saturday, March 14. The conference theme was "Democracy Faces the Facts." Six panel meetings were held in the morning and a luncheon-symposium.

The panels included the following subjects and speakers: "The War and Your Taxes," Helen Taggart, Chairman; H. Simon Bloch, University of Chicago; Lester Grimm, Illinois Education Association; Albert Lepawsky, Office of Civilian Defense.

"What Labor Expects From the Schools," Mary Herrick, Chairman; Arthur Carstens, Wages and Hours Division; Edward Ahrens, Chicago Federation of Labor; Abraham Plotkin, ILGWU.

"The Schools and the Community," Wilson K. Boetticher, Chairman; Mrs. Walter Heine-man, Chicago Board of Education; Mrs. Harry M. Mulberry, Illinois Congress of Parents and Teachers; Lea D. Taylor, Chicago Commons; James Meegan, Back of the Yards Neighborhood Council.

"Mental Health for Victory," Thelma Menzer, Chairman; Dr. Nita Mieth Arnold, Psychiatrist; Helen Campbell, Englewood High School; Eldridge T. McSwain, Northwestern University; Mandel Sherman, University of Chicago.

"Four Freedoms in Chicago," James Collins, Chairman; Leonard Aries, Lawyer; Earl Dickerson, Alderman; John A. Lapp, National Labor Arbitrator;



Emerson Fishbaugh, president of the Newark, Ohio, AFT, who is retiring after two years, of heading the Central Labor Union of Newark.

James M. Yard, National Council of Jews and Christians.

"Equal Educational Opportunities for All Boys and Girls," Susan Scully, Chairman; Newton Edwards, University of Chicago; Homer Hoyt, Chicago Plan Commission; Thomas N. Popik, Department of Agriculture; Roscoe Pulliam, Southern Illinois State Teachers College.

"Chicago Today and Tomorrow" was the subject at the luncheon-symposium. Egbert Hunter, chairman of the conference committee, introduced the speakers of the morning panels, and Ira S. Turley, president of

AFT Local 1, who introduced the speakers at the luncheon: Paul H. Douglas, alderman; Charles Gilkey, University of Chicago Chapel; Elmer J. Schnackenberg, Illinois House of Representatives; Gael Sullivan, Federal Housing Administration.

More than five hundred teachers and their friends listened to the appeals of Douglas to rid the schools of politics; of Gilkey to develop character and integrity in the citizens of today and tomorrow; of Schnackenberg to make Chicago the city we have a right to expect it to be; and of Gael Sullivan to develop a healthy, well housed city velop a healthy, well housed city.

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III PORTLAND, ORE.—S. Eugene Allen, editor of the *Oregon Labor Press*, has announced his candidacy for a position on the Portland School Board on a platform of good salaries and working conditions for teachers, no retrenchment in education for all the children of the community, and abolishment of secret school board meetings.

His candidacy has been endorsed, along with that of Harry Kenin, present board member, Ward Cook, lawyer and realtor, and Mrs. Harry George, parent-teacher leader, by a newly organized civic group known as the Good Schools Committee, which was organized to support a ticket of candidates who would "recognize the importance of public education and protect it from forces that would curtail or weaken it."



ONE OF THE FASTEST growing locals in the AFT is local 571, West Suburban Teachers Union, pictured here at its annual dinner on March 10. In four years the membership of the local has

grown to well over 500 teachers. Organized on the council system, the local extends from Cicero to Elmhurst. See page 2 for a report on the annual dinner.



Ohio Federation Considers Drive for Single Salary

From a recent meeting of the Ohio Federation of Teachers comes this report of their Teacher Welfare Committee:

The Teacher Welfare Committee has been considering how the single salary schedule could be more widely achieved and guaranteed. There seem to be two possible approaches: (1) to secure the passage of a law compelling local boards of education to set up a single salary schedule, which possibility the Teacher Welfare Committee referred to the State Legislative Committee; and (2) to encourage locals in communities not having single salary schedules. In order to facilitate their work the Committee decided to send to all locals not having single salary schedules some material which might be helpful in their efforts. Bibliographical material for this purpose included National Education Association bulletins on the subject; Ohio Education Association bulletins on Ohio salary schedules in cities and exempted villages; and references to sample salary schedules now in use (Toledo and Cincinnati). Also recommended for a similar use was the sample brief successfully used by the Toledo local to secure the adoption of the single salary schedule.



PRESENTING THE CHARTER to Omaha, Neb. officers, one of the AFT's newest locals, is Secretary-Treasurer Irvin R. Kuenzli. Officers accepting the charter are (center) F. A. Huggenberger, secretary, and (right) J. J. Guenther, president. Officers from the local with Mr. Kuenzli and representatives of the building service employees called on the superintendent after the granting of the charter and were assured that teachers would receive an 18½ per cent salary restoration next year as the result of the special mill election. LEFT: William A. Monprode Jr., editor of the "New Jersey Teacher," monthly publication of AFT locals.

Detroit AFT and Citizens Win Free School Lunches

231 DETROIT, MICH.—The school children of Detroit are going to get a chance to eat hot lunches at school next year whether their daddies are on relief or making \$50,000 a year. That's what the people at the Teachers' Federation Community Conference decided back in January; and what seemed then a noble but empty boast has now in March become a simple statement of fact.

Foremost among the groups that "stepped up to bat" for the lunch program were the League of Women Voters, the Greater Detroit Consumer Council, the AFL, the UAW-CIO, the NAACP. Their representatives rolled up their sleeves and went into brisk action with the Detroit Federation of Teachers. Helen Bryant, Education Chairman of the League of Women Voters, and "spark plug" of the project, worked with tireless zeal and matchless enthusiasm. Individuals, fired with social purpose, appeared before the Detroit Board

of Education and made a reasonable request for a school free lunch program in co-operation with WPA workers and Surplus Marketing Commodities. The board of education was lukewarm, advised the delegation to talk to the board of health (since "nutrition is a health problem") and finally disposed of the matter by directing the superintendent to "study the problem."

While the superintendent was "studying the problem," the delegation of representatives proceeded to do some practical investigation on its own. Members visited the Works Project Administration, discovered that WPA workers would provide all the labor for a school lunch project. Conferences were held with the district supervisor of Commodities Distribution from which, it was learned, most of the food could be provided without cost. The delegation marched down to see the mayor of Detroit, who promised to O. K. a supplementary item for free lunches on the

school budget—if the board of education would ask for it!

By this time members of the delegation had found out who would provide the labor, where the food would come from, and who would furnish the money needed for other costs of a school lunch program. They had been working as a group of interested private citizens. At this point they found themselves appointed as a Citizens Advisory Committee for School Lunch Feeding Program by Abner Larned, head of WPA in Michigan!

Ringed, as it were, by a circle of unanswerable facts, and their genuine concern for school children awake at last, there was little else for the board of education to do but tack a request for \$75,000 for a school lunch program to the school budget (already informally approved by the mayor) and invite the new Citizens Advisory Committee to meet with the board to discuss ways and means to provide a lunch program for next year.

Prize Offered

Dr. Ross Thalheimer, temporary legislative representative for the AFT from February, 1940, until August, 1940, has offered a prize of \$50 for the AFT local which had the best legislative program for 1941. In order to provide information to assist the Executive Council of the AFT, or a committee thereof, in choosing the winner, officers of all locals desiring to compete for this prize are requested to send to the national office by April 15, 1942, a statement of the 1941 legislative achievements of their locals.

The board accepted the changed status of the hitherto unofficial delegation with good sportsmanship when on the afternoon of March 17 it met with the new committee to learn from WPA and SMA administrators how a school lunch program could op-

erate in Detroit. The board's last feeble objection to the program because "our present kitchen facilities are inadequate" was also finally and firmly answered at the March 17 meeting. Frank Martel, president of the Wayne County Central Labor Body (AFL), offered the use of the large kitchen facilities of Detroit's swank new Labor Temple.

Five thousand children eating good hot lunches in Detroit schools next year will be the proof that talk is not the only thing that came out of the January Community Conference of the Detroit Teachers Federation.

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89 ATLANTA, GA.—Ira Jarrell, president of the Atlanta Public School Teachers Association, has been elected vice-chairman of the trustees of the Atlanta Community Fund.

The education committee of Local 89 is sponsoring a project whereby outstanding educators are brought to Atlanta.

Cleveland Local Fights Proposed Budget

279 CLEVELAND, OHIO—The Cleveland Board of Education recessed its regular meeting of March 16 to Thursday, March 19. Sitting as a committee of the whole on March 16 to study the 1942 budget, certain members suggested some amazing proposals.

The Budget Commission has authorized for 1942 a \$13,898,905.00 expenditure. This is \$726,314.49 in excess of last year's expenditures, an excess available for operation of the schools. Despite the fact that salaried employees of the board have borne a \$10,000,000 wage loss during the past twelve years because of limited tax receipts, the board seems reluctant to apply any of this excess toward wage increases, even though employees are faced with a 15 per cent increase in living costs.

The board of education has voted to limit operating expenditures to \$15,500,000.00, thereby building up a surplus to carry over into 1943. Certain members of the board now propose further to reduce the operating fund and create an artificial deficit. Then, on the basis of the artificial—not actual—deficit, salary reductions and the withholding of increments have been suggested, although no such action has been formally taken.

The Cleveland Teachers Union has asked for an increase on the basis of the 15 per cent rise in living costs, the availability of excess funds for 1942, and the justice of restoration to employees in a favorable tax yield year of some small part of the deductions totalling \$10,000,00 in effect during the past twelve years. Thus far, this request has not been approved.

Local 279 is opposing the suggested salary cuts and the withholding of increments. It is opposing the creation of a surplus to carry over into 1943 for the following reasons: (1) Such a surplus is not absolutely certain to be available to the board in excess of normal revenues in 1943; (2) The creation of such a surplus may powerfully influence the voters to reject the 4 mill levy on the grounds that no such funds are needed.

Limitation of expenditures to \$15,500,000 will result in insufficient cleaning of buildings, a health hazard, and failure to provide for much needed building repairs.

The Cleveland Federation of Labor has approved recently a resolution opposing the plan of the Cleveland Board of Education to carry over \$366,000 of this year's tax receipts as a surplus for 1943.

JOSEPH F. LANDIS

557 KENOSHA, WIS—A

large attendance marked the celebration of the fourth birthday of the Kenosha Teachers Union, at a dinner on March 19. In chalking up this new milestone of achievement, the Union is proud of its large healthy growth, and of the part it is beginning to play in the trade union movement of the city. The speaker at the dinner was Helen White, president of the University of Wisconsin Teachers Union, Local 223. Her address dealt with education, the union movement, and democracy. L. V. Haflich, president of Local 557, was toastmaster. Guests included representatives of the Kenosha Board of Education, Edward C. DeBriac, president of the Wisconsin Federation of Teachers, and townspeople.

A many year old health problem of long impairment to two teachers, caused by chlorine fumes in the pool at the Orthopedic School is on its way to a satisfactory solution as a result of Union action. Helen Frederickson, who started to work at the school in 1935, suffered nose, throat, and lung irritation while on duty. In 1936 she reported her condition to the principal and superintendent, and later to the health departments concerned. Finally, in November, 1941, the chairman of the Kenosha Medical Association closed the pool. Miss Frederickson and Miss Hays, the other physiotherapist and afflicted in a manner similar to Miss Frederickson, then brought the subject to the attention of the Union, which made a complete investigation of the situation, writing on March 7 to the school board urging that it consider the case and take whatever steps were necessary to correct difficulties and determine responsibility for damage done. Superintendent Loomis presented an elaborate report of the case, but the board decided to hold an inquiry with all interested persons invited to be present. Clinical evidence upheld the two teachers, and after listening to the witnesses and their suggestions it was decided that the most practical solution to the difficulty was to install Hubbard tubs and a unit ventilation—a plan which the board will consider at its next meeting.



SPEAKING AT a recent meeting of the Detroit Central Labor Union George Meany, secretary-treasurer of the AFL, stressed the importance of the present war to organized labor. Seated is Frances Comfort, former president of Detroit AFT.

2 NEW YORK, N. Y.—“Problems of Our Schools in Wartime” is the theme of the New York Teachers Guild Luncheon Conference to be held at the Hotel Roosevelt on April 18. Heading the educational policies committee of the Guild, under whose direction the luncheon conference is held, is Professor William H. Kilpatrick. Morning panels will include the subjects of morale, curriculum changes, minority groups, and implementing democracy.

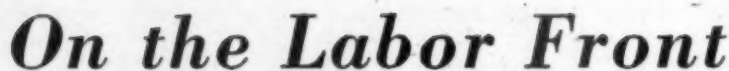
Local 2 has been giving considerable deliberation to the question of the most effective aid teachers can render in this all-out crisis. Earlier this year, James Marshall, president of the board of education, intimated that teachers might be asked to give their afternoons from three to five during the school term to supervision of recreation activities; and also to give two weeks or more of their usual summer vacation to teaching and recreation activities with the children in the schools.

The Guild, affirming its desire to help the war effort, questioned the efficacy of the program suggested. Many mem-

bers felt that this was a “make-work” program, and not a direct war effort. Judging by the general sentiment throughout the city, teachers prefer their extra service to help the war effort to be in fields other than their regular daily routine. And teachers have consistently asked that they be given a voice in the determination of plans for war work on their part. The Guild committee on the role of the teacher and the school in war has drawn up a list of suggested war service activities for teachers.

The matter of teachers' summer schedule is still undecided. The board of education and the board of superintendents frankly say they are yet at a loss as to what services may be required during the summer.

The state legislature is in session now. Among the first victories won by the schools was the provision of full state aid which was threatened with a cut of about \$2,000,000. Much credit for legislative victories for the teachers of the city (and state) is due the legislative representative of Local 2, Abraham Lefkowitz.



Anti-labor bills now before Congress, according to President Green, would abolish the forty-hour week, remove all limitations upon the number of hours worked per day or per week, freeze wages, eliminate overtime pay, outlaw the closed shop, suspend thirteen existing laws regarding overtime and Saturday half-holiday and make it illegal to require non-union workers to pay initiation fees or dues in order to work where a

"Hard, earnest work will have to be performed if we are to defeat this attempt to enslave labor, to rob the workers of their rights, to establish a condition of servitude and to create a condition here similar to that which exists in Japan and Germany, against which we are fighting."

Of particular interest to teachers, President Green told of the use in the anti-labor campaign of elementary school

PICTOGRAPH CORPORATION

APRIL

pupils who were asked to surrender lunch money to send telegrams. Thirteen hundred pupils at the Roosevelt Junior High School at Oklahoma City were asked to write letters according to a letter received by President Green from a teacher. The letter appears at the bottom of this page.

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The misinformation spread through the report of the Naval Affairs Investigation Committee, of which Congressman Vinson of Georgia is chairman, was considered by the Atlanta, Georgia, Central Labor Union. Ira Jarrell, chairman of the education committee, submitted to the Atlanta Federation of Labor an analysis of a letter by William Green, president of the AFL, and his statement to Congress concerning the misleading Vinson report, which stressed the income of unions without exploring the reasons for their increased assets or listing and evaluating their expenditures. Miss Jarrell's summary follows:

"The Vinson Committee report was on defense profiteering and publicized tremendous financial gains of unions, citing the funds and assets in their treasuries as a powerful 'concentration of wealth.' It was brought out that 117 member organizations of 6,085,832 members had increased their assets \$10,679,294 over a period of one and one-half years (October 1, 1939 to March 31, 1941). When this preliminary report was brought in, seven members of the committee refused to sign it. Shannon of Missouri objected to certain parts of the report and three additional members did not sign it. By the process of simple arithmetic from these figures you may see that there has been an increase of \$1.75 per member over a period of eighteen months or 9.7c per member per month.

"Eighty-one national and international unions showed a net gain of \$7,452,895 with respect to

3,27,566 members of these eighty-one unions. By the process of simple arithmetic again you will see that this is \$2.88 per member for a period of eighteen months or 12.6c per member per month.

"By proper analysis you can easily see that the reason for these increased assets are:

1. An increased membership of 500,000 during this period.

2. The rapid increase in employment caused members to pay up back dues.

3. The no-strike policy adopted by the American Federation of Labor caused practically no payments of strike benefits.

4. The fluctuation in the amount of benefits paid for unemployment, disability, sickness, old age.

5. In 1940, only \$2,365,000 was paid out for unemployment benefits while in 1932 when the unemployment peak was reached national and international unions paid out \$19,870,000.

6. By this analysis you can see that provision must be made against future threats of unemployment.

"The Photo-Engravers Union in the year ending May 31, 1940, paid out \$1,255,710 in benefits to members and 80 per cent of this amount went to jobless members.

"In the fourteen year period from 1927 to 1940 national and international unions paid out \$450,000,000 in unemployment benefits, sickness, disability, old age, and death benefits.

"The Voice of the People"

Oklahoma City, Okla.
March 29, 1942

Mr. William Green, President
American Federation of Labor
Washington, D. C.

Dear Mr. Green:

I am much interested in the comment made by you as appears in this evening's issue of the Oklahoma City Times, and appreciate the stand you have taken to probe this campaign on labor.

I am a school teacher and happen to be teaching at Roosevelt Junior High School where our Principal, Mr. Charles Evans, requested and practically required us as homeroom teachers to sponsor the letter writing of these small children to their Congressmen in regard to this matter. I do not know how many letters were written, but it was estimated at 1300. This was in no way voluntary on the part of the teachers or pupils. In my opinion this was a very stupid thing for an educator of children - (who understand so little about our government.)

If this is of any use to you in your investigation, I shall be pleased to have presented these facts. No doubt you shall find Mr. Evans as one of men who started this war on labor.
Sincerely,
(Please withhold my name)

Facsimile of a letter addressed to AFL President Green, written by an Oklahoma City teacher, who tells of her school principal requiring teachers to sponsor a letter-writing campaign by pupils to Congress in the anti-labor drive. Letter reproduced by courtesy of the New York newspaper, PM. (Copyright Marshall Field, 1942.)

Secretary-Treasurer I. R. Kuenzli's Page

British Teachers Receive Substantial Salary Increases

AFTER MANY months of spirited collective bargaining with their federal education board (Burnham Committee), British teachers have been granted substantial salary increases in the form of war bonuses to balance the rising cost of living. At a meeting of the Burnham Committee recently, final approval was given to wage increases which are acceptable both to the Committee and to the National Union of Teachers. The scale of increases may be briefly summarized as follows:

Retroactive April 1 to August 31, '41

Men: 26 pounds per annum on salaries up to 262 pounds 10s., and 13 pounds per annum on salaries exceeding 262 pounds 10s. and not exceeding 370 pounds.

Women: 19 pounds 10s. per annum on salaries up to 262 pounds 10s., and 10 pounds 8s. per annum on salaries exceeding 262 pounds 10s. and not exceeding 315 pounds.

From September 1, 1941 on

The same amounts as above but the "ceilings" of 370 pounds (men) and 315 pounds (women) raised to 525 pounds.

Under the terms of this agreement, the retroactive bonuses will apply only to men's salaries under 370 pounds and to women's salaries under 315 pounds. After September 1, 1941, men teachers in the classification from 370 pounds to 525 pounds will receive the bonus of 13 pounds per year. After the same date, women teachers in the classification from 315 pounds to 525 pounds will receive a bonus of 10 pounds 8s. In addition, there is a safeguarding clause providing that no teacher shall receive less under the above schedule than the amount of salary and bonus received on September 1, 1941. At the beginning of the war, an increase of 6 per cent was given to the teachers in the lower salary brackets.

While carrying out with marked efficiency one of the most noble educational services in the history of the world in evacuating and caring for children during air raids, the National Union of Teachers has consistently maintained businesslike collective bargaining with the federal board.

It should be recalled that this great organization, which represents approximately three-fourths of the teachers of England, has been successful over the years in establishing national wage scales for the teachers of England. In order to enforce these salary schedules, there were twenty-two teacher strikes in a period of eight years.

The National Union of Teachers operates as an independent trade union somewhat similar to the Railroad Brotherhoods of America and (in contrast with the non-strike policy of the AFT) has derived its strength from the strike weapon. Tenure of office has been secured not by legislation, but through organization—to the extent that no efficient teacher needs to have any fear with regard to his position. There is every evidence that this freedom from worry on the part of the teachers has had much to do with increasing the efficiency of classroom instruction in the schools of England and the quality of service rendered in the present emergency.

In addition to the substantial increases in salary granted by the Burnham Committee, Parliament has passed enactments making it possible, but not compulsory, for local boards of education to make up the difference between the regular salaries of teachers who enter the armed forces and the pay received while in the military service. Many local boards of education throughout England have taken advantage of this opportunity to see that teachers will not suffer financially for military service in the battle for democracy. Legislation has also been enacted to protect the seniority and pension rights of teachers who are serving in the armed forces.

Throughout the entire war period, Great Britain has served as a gigantic laboratory for the care and protection as well as the education of children during the emotional excitation of "all-out" modern warfare. It is not too much to say that no professional teachers' organization in the history of education has ever rendered such signal service to children and to teachers as that rendered by the National Union of Teachers in the heroic struggle to preserve the democratic way of life.

IRVIN R. KUENZLI

THE AMERICAN TEACHER

President G. S. Counts' Page

What We Fight For

IN PREVIOUS issues of *THE AMERICAN TEACHER* I have used this page to emphasize the importance of safeguarding education and the welfare of children during the social disorganization which necessarily accompanies the waging of total war. This is to be interpreted by no means as advocating or encouraging complacency on the part of teachers. It is my conviction that every one of us must be terribly concerned about the outcome of the present world-wide struggle and do everything in our power to bring victory to the arms of the United Nations.

We must realize fully that the present age surpasses in its implications for the future of mankind, any other age of history. It is an age that involves the entire earth in war, revolution, and counter-revolution. It is an age of great decisions—decisions so sweeping and so profound that they may set the patterns of life for generations and even for centuries. It is an age in which some new world will be fashioned.

We must realize fully that the stakes of this war are life and death. Winston Churchill, in his great address before our Congress, spoke only the plain truth when he said that the struggle in which we are engaged is a mortal struggle. It is mortal for nations and peoples. It is mortal for philosophies and ways of life.

We fight first of all for simple survival as an independent nation. This is not exaggeration. Hitler has already demonstrated by his policy in conquered Europe that he has the will to enslave and destroy. According to the Nazi philosophy, which is not to be distinguished significantly from the philosophy of the military caste that rules Japan, no nation should ever fight the same war twice. The victor should so maim and cripple the vanquished that, in the words of Hitler, they can never rise again. The ancient Romans, says this philosophy, made two mistakes in their dealings

with the Carthaginians. They fought three wars when one should have sufficed.

But, someone will demur, though Hitler may have the will, he does not and cannot have the power. History demonstrates, so it is contended, that no single tyrant or nation of tyrants can rule the world. As a matter of fact, history demonstrates nothing of the kind. Such an assertion reveals the mentality that crouched behind the Maginot Line, shaped the policies of Norway, Belgium, and the Netherlands, presided over Pearl Harbor and Singapore, and court-martialed Billy Mitchell. The American people will never sense their peril until they realize fully that a great revolution has already swept the earth—the technological revolution. The advance of technology has made possible the orderly integration of free peoples and the achievement of material security for all. It has also transformed the modes of warfare and created the instruments through which a single nation or a class may rule the world as easily as despots ruled small states when our Republic was founded.

We fight, however, for more than national survival. We fight for ideas. We fight for the preservation of the greatest and noblest tradition of history. We fight for the rights of free men. If we lose this war, there will not be a spot on the earth where the Declaration of Independence will be revered or the Bill of Rights respected. Gone everywhere will be the right freely to think, to speak, to worship, to write, to assemble, to petition, to organize, to learn. The tradition of free inquiry, of search for truth, will be destroyed. Men will live according to the dictates of a minister of propaganda and under the fear of the tortures and obscenities of the concentration camp. The very idea of the dignity of the individual and of the integrity of personal relationships will be driven into the caves, the cellars, and the dungeons of the world. The conception of the brotherhood of man, the most sublime achievement of the human mind and heart, will be mocked and reviled. We shall live in a world governed by the ethics of a savage tribe. Teachers cannot be indifferent to these issues.

GEORGE S. COUNTS



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All AFT locals are urged to submit copy for the May issue of the AMERICAN TEACHER no later than April 17. Glossy photographs of your committee, special speakers at Union meetings, and group pictures of state AFT conferences are needed for your journal.

Notice and Warning

The Executive Council again calls attention to the fact that as a result of action taken by the membership of the AFT through referendum the charters of the following locals were revoked: Teachers Union of New York City, formerly Local 5; New York College Teachers Union, formerly Local 537; Philadelphia Teachers Union, formerly Local 192.

These unions, however, continue to hold out that they are still affiliated with the AFT and to use our name and insignia.

The former Locals 5, 192, and 537 are in no way connected with the AFT or with AFL.

The only affiliated locals of the AFT in the city of New York are: the Vocational Teachers Union of New York City, Local 24; the Hellenic Association, Local 260; the newly chartered New York Teachers Guild, Local 2, and the New York Federation of College Teachers, Local 25. The only local affiliated with the AFT in the city of Philadelphia is the newly chartered Philadelphia Federation of Teachers, Local 3.